



# ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

2301 W Thomas Rd, Phoenix, AZ 85015

Phoenix Elementary District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

## AZ LEARNS<sup>1</sup>

### Elementary Achievement Profile (a)

2005-06 Performing Plus  
2004-05 Performing  
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

## School Overview

Principal/Administrator : Mr. Alberto Castruita  
Schedule : 08:15 AM to 04:00 PM  
Grades : K-6  
Web Address : [www.phxelem.k12.az.us/school\\_sites/Hea](http://www.phxelem.k12.az.us/school_sites/Hea)  
Phone Number : (602) 257-3880  
Fax Number : (602) 257-3881  
E-mail : [alberto.castruita@phxelem.k12.az.us](mailto:alberto.castruita@phxelem.k12.az.us)

## Mission

It is the mission of Heard School to provide the best quality instruction to each child in order that he/she will become a successful life-long learner and a positive, effective contributor to our democratic, multicutl society. We will promote respect and acceptance of self and others. We will provide students with decision-making strategies, and the literacy and communication skills necessary to function effectively in a democratic, multicultural society.

## No Child Left Behind

### Adequate Yearly Progress (b)

2005-06 Met  
2004-05 Met  
2003-04 Met

### School Improvement Status (b)

2005-06 N/A  
2004-05 N/A  
2003-04 Out of Improvement

(b) For additional information, please refer to the AYP page in this report card.

## School / Academic Goals

- ü The percentage of students meeting or exceeding the state standards as maeasured by AIMS will increase by 8 percent.
- ü The percentage of students falling far below the standards, as measured by AIMS will decrease by 5 percent.
- ü Students obtaining one years growth, as measured by MAP, will increase by 8 percent.
- ü Seventy-five percent of all students will exhibit one years growth as indicated by the Galileo Assessment results.

## Enrollment

October 1, 2005 School Year Student Enrollment : 572  
Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2005-06 : 61

## Instructional Programs

- Ü Reading First (Grades K-3)
- Ü Integrated Curriculum/Instruction
- Ü Structured English Immersion
- Ü Math Pathways and Pitfalls (Grades 4-5)
- Ü Full-day Kindergarten
- Ü Extended Day and Saturday School
- Ü Special Education Resource
- Ü Head Start Pre-School

## Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 10 minutes
First Day of School :	8/8/2005
Last Day of School :	6/9/2006

## Shared Responsibilities

### School

Staff shall have high expectations for all students, and prepare students to be reading at grade level by third grade and at grade level in math and writing by fifth grade. Staff shall follow the Academic and Professional Arizona State Standards.

### Parents

Parents are to be actively involved in their child's education: by getting their child to school and on time each day, by reading school notices, assisting their child with homework, attending parent conferences, and supporting the school's discipline policy and instructional programs. They will also provide a nurturing and caring home environment that supports their child's education.

## Transportation Policy

Bus transportation is provided for students to and from school for students who live more than one driven mile from school, and for special education students whose handicapping conditions require it as indicated in their IEP.

## School Honors

### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü State Teacher of the Year ( Friendly House/Wells Fargo)	2005
Ü Hispanic Teacher of the Year (AABE)	2003
Ü Intel Corporation Grant Partnership	2003
Ü Social Venture Grant Partnership	2003

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	86	875	80010	97	98	99	417	431	447	29	16	10	22	26	18	44	48	53	5	10	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	429	38935	96	98	99	421	431	447	26	15	9	26	26	19	41	49	55	7	9	17
Male	40	446	40974	98	99	98	413	431	448	33	17	11	18	26	18	48	47	52	3	10	19
African American	10	50	4201	91	100	99	NA	429	430	NA	16	17	NA	34	23	NA	36	51	NA	14	9
Hispanic	69	774	34545	97	99	99	420	430	432	28	17	14	20	26	24	48	49	53	4	9	9
Asian/Pacific Islander	NC	NC	2068	NC	NC	99	NC	NC	474	NC	NC	4	NC	NC	10	NC	NC	50	NC	NC	36
American Indian/Alaskan Native	NC	NC	3979	NC	NC	96	NC	NC	424	NC	NC	17	NC	NC	30	NC	NC	47	NC	NC	6
White	NC	39	35142	NC	95	99	NC	457	465	NC	5	5	NC	23	11	NC	49	56	NC	23	28
Students with Disabilities	NC	114	10161	NC	91	93	NC	399	419	NC	42	28	NC	34	28	NC	21	36	NC	3	8
Students without Disabilities	77	761	69849	97	100	100	424	435	451	21	12	7	25	25	17	49	52	56	5	11	19
Limited English Proficient Students	32	338	14013	97	96	97	398	413	413	50	27	24	22	33	34	25	36	39	3	4	3
Migrant Students	--	NC	603	--	NC	96	--	NC	417	--	NC	22	--	NC	32	--	NC	42	--	NC	4
Economically Disadvantaged	NC	NC	39029	NC	NC	98	NC	NC	432	NC	NC	14	NC	NC	25	NC	NC	52	NC	NC	9
Non-Economically Disadvantaged	84	867	40981	97	98	100	418	431	462	29	16	6	23	26	13	44	48	54	5	10	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	86	876	79438	97	99	98	422	432	451	23	15	9	34	34	24	40	48	56	3	4	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	429	38775	96	98	99	429	436	457	17	12	7	30	32	22	48	51	58	4	5	13
Male	40	447	40560	98	100	97	414	428	446	30	17	12	38	35	25	30	45	54	3	4	9
African American	10	50	4178	91	100	98	NA	437	439	NA	10	13	NA	32	29	NA	52	52	NA	6	6
Hispanic	69	775	34297	97	99	98	423	431	434	23	15	14	30	34	31	43	48	50	3	3	5
Asian/Pacific Islander	NC	NC	2063	NC	NC	99	NC	NC	475	NC	NC	3	NC	NC	15	NC	NC	63	NC	NC	20
American Indian/Alaskan Native	NC	NC	3940	NC	NC	95	NC	NC	429	NC	NC	14	NC	NC	36	NC	NC	47	NC	NC	3
White	NC	39	34887	NC	95	98	NC	457	471	NC	10	4	NC	33	15	NC	36	63	NC	21	18
Students with Disabilities	NC	115	9588	NC	92	88	NC	390	416	NC	45	30	NC	38	32	NC	16	34	NC	1	5
Students without Disabilities	77	761	69850	97	100	100	429	438	456	16	10	7	36	33	23	44	52	59	4	5	12
Limited English Proficient Students	32	339	13856	97	96	96	401	410	407	47	26	27	25	41	43	28	32	29	NA	1	1
Migrant Students	--	NC	600	--	NC	96	--	NC	418	--	NC	22	--	NC	38	--	NC	39	--	NC	2
Economically Disadvantaged	NC	NC	38685	NC	NC	97	NC	NC	435	NC	NC	14	NC	NC	32	NC	NC	50	NC	NC	5
Non-Economically Disadvantaged	84	868	40753	97	99	99	422	432	467	23	14	5	35	34	16	39	48	62	4	4	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	84	854	79971	94	96	99	404	403	423	10	10	8	49	52	41	42	37	49	NA	1	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	425	38974	96	97	99	417	415	437	7	7	5	43	48	33	50	44	57	NA	1	4
Male	38	429	40895	93	96	98	389	392	410	13	12	10	55	57	47	32	30	41	NA	1	2
African American	10	49	4203	91	98	99	NA	419	411	NA	2	11	NA	55	45	NA	43	43	NA	NA	2
Hispanic	67	756	34481	94	96	99	407	401	410	10	11	10	42	52	46	48	37	43	NA	1	1
Asian/Pacific Islander	NC	NC	2067	NC	NC	99	NC	NC	449	NC	NC	4	NC	NC	28	NC	NC	60	NC	NC	8
American Indian/Alaskan Native	NC	NC	3995	NC	NC	96	NC	NC	409	NC	NC	10	NC	NC	47	NC	NC	42	NC	NC	1
White	NC	37	35150	NC	90	99	NC	433	437	NC	NA	5	NC	54	35	NC	38	56	NC	8	5
Students with Disabilities	NC	110	10258	NC	88	94	NC	350	377	NC	28	23	NC	61	51	NC	10	25	NC	1	1
Students without Disabilities	77	744	69713	97	97	100	413	411	429	5	7	5	49	51	39	45	41	52	NA	1	3
Limited English Proficient Students	31	329	13985	94	93	97	393	378	382	16	19	18	42	55	54	42	27	27	NA	NA	0
Migrant Students	--	NC	608	--	NC	97	--	NC	389	--	NC	16	--	NC	50	--	NC	33	--	NC	0
Economically Disadvantaged	NC	NC	38994	NC	NC	98	NC	NC	409	NC	NC	10	NC	NC	47	NC	NC	41	NC	NC	1
Non-Economically Disadvantaged	82	848	40977	94	96	100	404	403	437	10	10	5	49	52	34	41	37	56	NA	1	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	62	841	80147	94	97	99	456	456	482	11	19	11	29	25	17	56	48	49	3	7	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	29	426	39281	91	98	99	451	458	483	10	17	9	41	27	17	48	50	50	NA	7	24
Male	33	415	40780	97	96	98	461	454	482	12	22	12	18	24	17	64	46	48	6	8	24
African American	NC	55	4249	NC	95	99	NC	457	464	NC	22	17	NC	25	22	NC	44	48	NC	9	13
Hispanic	51	721	33494	94	97	99	457	454	466	12	20	15	29	26	23	55	46	49	4	7	14
Asian/Pacific Islander	--	NC	2103	--	NC	99	--	NC	515	--	NC	4	--	NC	8	--	NC	44	--	NC	45
American Indian/Alaskan Native	NC	19	4117	NC	100	96	NC	462	456	NC	5	19	NC	26	27	NC	63	46	NC	5	8
White	NC	42	36122	NC	100	99	NC	487	501	NC	7	5	NC	12	10	NC	67	50	NC	14	35
Students with Disabilities	NC	127	10295	NC	91	92	NC	417	443	NC	51	33	NC	30	26	NC	18	33	NC	1	8
Students without Disabilities	54	714	69852	95	98	100	460	463	488	11	14	7	28	25	16	57	53	51	4	9	26
Limited English Proficient Students	22	318	12722	92	96	97	446	434	441	27	33	27	27	32	33	45	33	37	NA	1	3
Migrant Students	--	NC	622	--	NC	97	--	NC	454	--	NC	19	--	NC	30	--	NC	43	--	NC	8
Economically Disadvantaged	NC	13	38371	NC	100	97	NC	438	465	NC	31	15	NC	38	23	NC	31	49	NC	NA	13
Non-Economically Disadvantaged	61	828	41776	94	97	100	455	456	498	11	19	6	30	25	11	56	48	49	3	8	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	63	841	79686	95	97	98	453	446	470	11	19	11	41	36	24	48	43	57	NA	2	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	30	428	39163	94	99	99	462	452	475	10	13	9	30	37	22	60	48	60	NA	2	10
Male	33	413	40438	97	95	97	445	439	465	12	25	13	52	35	25	36	38	54	NA	2	7
African American	NC	56	4228	NC	97	98	NC	447	458	NC	20	15	NC	30	28	NC	45	53	NC	5	4
Hispanic	51	719	33299	94	97	98	460	443	452	8	20	17	39	38	32	53	41	47	NA	1	3
Asian/Pacific Islander	--	NC	2097	--	NC	99	--	NC	490	--	NC	5	--	NC	13	--	NC	68	--	NC	14
American Indian/Alaskan Native	NC	19	4087	NC	100	96	NC	458	446	NC	NA	16	NC	37	38	NC	63	44	NC	NA	2
White	NC	43	35914	NC	100	98	NC	488	489	NC	7	5	NC	12	15	NC	70	67	NC	12	14
Students with Disabilities	NC	127	9808	NC	91	87	NC	407	432	NC	51	35	NC	38	32	NC	11	30	NC	NA	3
Students without Disabilities	54	714	69878	95	98	100	460	452	475	9	13	8	35	35	23	56	49	61	NA	3	9
Limited English Proficient Students	22	316	12594	92	95	96	452	419	422	14	36	34	41	46	45	45	19	21	NA	NA	0
Migrant Students	--	NC	611	--	NC	95	--	NC	439	--	NC	22	--	NC	39	--	NC	37	--	NC	2
Economically Disadvantaged	NC	13	38095	NC	100	97	NC	427	452	NC	23	17	NC	38	32	NC	38	48	NC	NA	3
Non-Economically Disadvantaged	62	828	41591	95	97	99	453	446	486	11	19	6	42	36	16	47	43	65	NA	2	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	62	844	80372	94	97	99	460	457	475	5	9	4	37	35	30	58	55	64	NA	0	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	30	426	39452	94	98	99	475	470	488	NA	5	3	33	28	22	67	66	72	NA	1	3
Male	32	418	40836	94	96	98	447	443	464	9	12	6	41	43	37	50	44	56	NA	NA	1
African American	NC	55	4264	NC	95	99	NC	461	465	NC	7	5	NC	29	35	NC	64	59	NC	NA	1
Hispanic	50	724	33608	93	97	99	465	455	462	6	9	6	30	36	36	64	54	57	NA	0	1
Asian/Pacific Islander	--	NC	2098	--	NC	99	--	NC	500	--	NC	2	--	NC	16	--	NC	75	--	NC	7
American Indian/Alaskan Native	NC	19	4128	NC	100	97	NC	460	464	NC	11	4	NC	21	39	NC	68	56	NC	NA	1
White	NC	42	36213	NC	100	99	NC	476	489	NC	5	2	NC	36	22	NC	57	72	NC	2	3
Students with Disabilities	NC	133	10526	NC	96	94	NC	403	427	NC	26	15	NC	55	53	NC	19	31	NC	NA	1
Students without Disabilities	53	711	69846	93	98	100	469	466	482	4	5	3	34	32	26	62	62	69	NA	1	2
Limited English Proficient Students	21	318	12747	88	96	97	453	431	432	5	15	12	48	50	52	48	34	36	NA	0	0
Migrant Students	--	NC	621	--	NC	97	--	NC	452	--	NC	9	--	NC	40	--	NC	51	--	NC	0
Economically Disadvantaged	NC	13	38521	NC	100	98	NC	409	461	NC	15	6	NC	62	38	NC	23	55	NC	NA	1
Non-Economically Disadvantaged	61	831	41851	94	97	100	460	458	489	5	9	3	38	35	22	57	56	72	NA	0	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	69	880	79306	96	99	99	467	479	504	30	21	13	29	29	20	36	43	49	4	7	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	447	38845	94	100	99	473	481	505	24	19	11	29	30	20	41	45	50	6	6	18
Male	35	433	40383	97	98	98	461	477	504	37	24	14	29	28	19	31	40	47	3	8	19
African American	NC	51	4171	NC	98	98	NC	478	485	NC	20	20	NC	37	26	NC	37	44	NC	6	10
Hispanic	56	746	32673	97	99	99	464	476	487	32	23	18	32	30	25	32	42	46	4	5	10
Asian/Pacific Islander	--	NC	2147	--	NC	99	--	NC	539	--	NC	5	--	NC	10	--	NC	46	--	NC	40
American Indian/Alaskan Native	NC	20	4034	NC	100	97	NC	484	479	NC	15	22	NC	35	29	NC	45	43	NC	5	7
White	NC	56	36234	NC	98	99	NC	518	523	NC	4	6	NC	9	13	NC	61	52	NC	27	28
Students with Disabilities	NC	125	10286	NC	91	91	NC	443	462	NC	58	41	NC	26	27	NC	14	27	NC	2	5
Students without Disabilities	60	755	69020	95	100	100	471	485	510	25	15	9	30	30	18	40	47	52	5	8	21
Limited English Proficient Students	15	299	10291	88	97	96	438	456	458	53	37	38	33	37	34	13	25	26	NA	1	2
Migrant Students	--	NC	630	--	NC	95	--	NC	478	--	NC	24	--	NC	27	--	NC	43	--	NC	6
Economically Disadvantaged	--	16	37437	--	100	97	--	483	486	--	25	19	--	19	26	--	44	46	--	13	9
Non-Economically Disadvantaged	69	864	41869	96	99	100	467	479	521	30	21	7	29	29	14	36	43	51	4	7	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	69	882	79000	96	99	98	461	468	489	23	17	10	35	33	24	41	48	58	1	2	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	448	38774	94	100	99	471	473	494	18	15	7	35	29	22	44	54	61	3	2	10
Male	35	434	40150	97	98	98	451	462	485	29	21	12	34	36	25	37	41	55	NA	2	8
African American	NC	51	4153	NC	98	98	NC	474	476	NC	10	13	NC	33	30	NC	57	53	NC	NA	4
Hispanic	56	748	32508	97	99	98	458	464	472	25	19	15	39	35	33	34	45	49	2	1	3
Asian/Pacific Islander	--	NC	2142	--	NC	99	--	NC	510	--	NC	4	--	NC	14	--	NC	67	--	NC	16
American Indian/Alaskan Native	NC	20	4016	NC	100	96	NC	468	467	NC	20	14	NC	20	37	NC	60	46	NC	NA	2
White	NC	56	36135	NC	98	98	NC	512	508	NC	4	4	NC	13	14	NC	73	67	NC	11	15
Students with Disabilities	NC	126	9991	NC	92	88	NC	429	449	NC	56	33	NC	28	36	NC	14	29	NC	2	2
Students without Disabilities	60	756	69009	95	100	100	467	474	495	15	11	6	38	34	22	45	53	62	2	2	10
Limited English Proficient Students	15	300	10199	88	98	95	430	439	439	53	36	35	33	43	47	13	21	18	NA	NA	0
Migrant Students	--	NC	629	--	NC	95	--	NC	457	--	NC	22	--	NC	41	--	NC	37	--	NC	1
Economically Disadvantaged	--	16	37234	--	100	97	--	464	472	--	25	15	--	31	33	--	44	50	--	NA	3
Non-Economically Disadvantaged	69	866	41766	96	99	99	461	468	505	23	17	5	35	33	16	41	48	65	1	2	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	69	881	79611	96	99	99	458	470	496	20	13	7	48	48	37	32	38	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	447	39016	94	100	99	483	486	511	12	9	4	44	42	29	44	48	66	NA	0	1
Male	35	434	40519	97	98	98	433	453	482	29	18	10	51	55	44	20	28	46	NA	NA	0
African American	NC	51	4188	NC	98	98	NC	495	486	NC	6	9	NC	49	40	NC	43	50	NC	2	0
Hispanic	56	750	32855	97	100	99	452	465	481	23	15	10	46	49	43	30	36	47	NA	NA	0
Asian/Pacific Islander	--	NC	2149	--	NC	100	--	NC	519	--	NC	4	--	NC	24	--	NC	70	--	NC	2
American Indian/Alaskan Native	NC	19	3992	NC	95	96	NC	496	478	NC	NA	10	NC	53	46	NC	47	44	NC	NA	0
White	NC	54	36380	NC	95	99	NC	499	511	NC	6	4	NC	43	30	NC	52	65	NC	NA	1
Students with Disabilities	NC	127	10664	NC	93	94	NC	400	440	NC	46	23	NC	48	54	NC	6	22	NC	NA	1
Students without Disabilities	60	754	68947	95	100	100	466	481	504	15	8	4	50	48	34	35	44	61	NA	0	1
Limited English Proficient Students	15	300	10362	88	98	97	412	430	438	40	28	22	53	54	57	7	18	21	NA	NA	NA
Migrant Students	--	NC	636	--	NC	96	--	NC	467	--	NC	14	--	NC	47	--	NC	38	--	NC	0
Economically Disadvantaged	--	16	37626	--	100	98	--	473	479	--	13	10	--	31	45	--	56	45	--	NA	0
Non-Economically Disadvantaged	69	865	41985	96	99	100	458	470	511	20	13	4	48	49	30	32	38	65	NA	0	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	60	773	79327	98	97	98	513	498	518	22	28	19	20	25	20	50	38	46	8	9	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	25	379	38961	96	97	98	521	503	520	12	22	16	24	30	20	56	40	48	8	9	16
Male	35	394	40295	100	98	97	508	493	516	29	34	21	17	21	19	46	37	44	9	8	16
African American	NC	51	4247	NC	98	98	NC	498	499	NC	25	27	NC	31	24	NC	33	41	NC	10	8
Hispanic	52	668	32327	98	97	98	509	496	499	25	28	27	17	26	25	52	38	41	6	7	8
Asian/Pacific Islander	NC	NC	1939	NC	NC	99	NC	NC	556	NC	NC	6	NC	NC	10	NC	NC	47	NC	NC	36
American Indian/Alaskan Native	NC	16	4391	NC	100	96	NC	489	489	NC	38	32	NC	13	27	NC	50	36	NC	NA	4
White	NC	34	36373	NC	100	98	NC	531	538	NC	15	10	NC	21	14	NC	38	52	NC	26	25
Students with Disabilities	NC	106	9321	NC	85	87	NC	450	467	NC	71	54	NC	17	22	NC	11	21	NC	1	3
Students without Disabilities	54	667	70006	98	100	100	521	505	524	15	21	14	20	27	19	56	42	49	9	10	18
Limited English Proficient Students	21	213	9431	95	94	95	492	469	466	29	50	53	19	24	27	52	24	18	NA	1	1
Migrant Students	--	NC	635	--	NC	94	--	NC	488	--	NC	31	--	NC	29	--	NC	36	--	NC	4
Economically Disadvantaged	NC	12	37097	NC	92	97	NC	482	498	NC	33	27	NC	42	25	NC	17	41	NC	8	7
Non-Economically Disadvantaged	59	761	42230	98	98	99	514	498	535	20	28	11	20	25	15	51	39	50	8	9	24

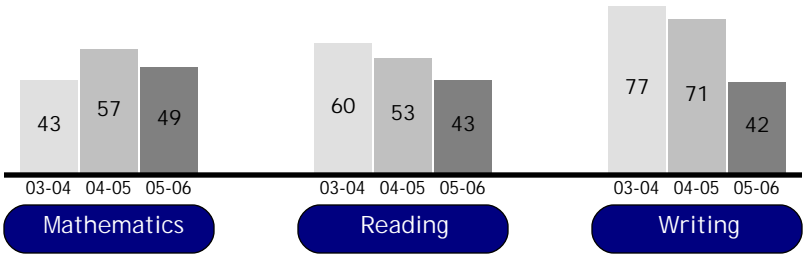
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	60	782	79501	98	99	98	490	476	497	10	19	10	20	31	25	70	48	60	NA	2	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	25	385	39062	96	99	99	502	484	502	4	14	8	8	31	23	88	52	64	NA	3	5
Male	35	397	40368	100	98	98	482	469	491	14	24	13	29	32	27	57	44	57	NA	1	3
African American	NC	52	4279	NC	100	99	NC	478	485	NC	19	14	NC	27	30	NC	52	54	NC	2	2
Hispanic	52	676	32389	98	98	98	486	474	478	12	20	16	21	32	34	67	47	48	NA	1	1
Asian/Pacific Islander	NC	NC	1936	NC	NC	99	NC	NC	519	NC	NC	3	NC	NC	14	NC	NC	73	NC	NC	9
American Indian/Alaskan Native	NC	16	4401	NC	100	96	NC	483	473	NC	13	17	NC	31	40	NC	56	43	NC	NA	1
White	NC	34	36446	NC	100	99	NC	512	516	NC	9	4	NC	18	15	NC	59	73	NC	15	7
Students with Disabilities	NC	113	9411	NC	91	88	NC	432	453	NC	61	36	NC	23	36	NC	16	26	NC	NA	1
Students without Disabilities	54	669	70090	98	100	100	496	483	502	4	12	7	20	33	24	76	53	65	NA	2	5
Limited English Proficient Students	21	219	9401	95	96	94	472	445	443	19	38	40	24	44	46	57	18	14	NA	NA	0
Migrant Students	--	NC	642	--	NC	95	--	NC	465	--	NC	24	--	NC	41	--	NC	35	--	NC	0
Economically Disadvantaged	NC	12	37183	NC	92	97	NC	464	479	NC	33	16	NC	33	34	NC	33	49	NC	NA	1
Non-Economically Disadvantaged	59	770	42318	98	99	99	492	476	513	8	19	5	20	31	17	71	48	70	NA	2	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	60	778	80000	98	98	99	560	540	564	3	6	3	10	18	11	72	70	75	15	7	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	25	384	39288	96	99	99	583	559	579	NA	5	2	8	9	6	68	76	77	24	10	16
Male	35	394	40644	100	98	98	543	522	549	6	6	4	11	26	15	74	64	74	9	3	7
African American	NC	52	4307	NC	100	99	NC	548	551	NC	10	4	NC	6	13	NC	75	75	NC	10	7
Hispanic	52	674	32672	98	98	99	557	538	548	4	6	4	10	19	14	73	70	76	13	6	6
Asian/Pacific Islander	NC	NC	1945	NC	NC	99	NC	NC	592	NC	NC	1	NC	NC	4	NC	NC	69	NC	NC	25
American Indian/Alaskan Native	NC	16	4424	NC	100	97	NC	544	549	NC	6	3	NC	13	14	NC	69	77	NC	13	5
White	NC	32	36602	NC	97	99	NC	568	579	NC	NA	2	NC	13	7	NC	72	75	NC	16	16
Students with Disabilities	NC	116	9919	NC	94	93	NC	472	505	NC	17	9	NC	47	35	NC	35	54	NC	1	2
Students without Disabilities	54	662	70081	98	99	100	567	552	571	4	4	2	6	13	7	74	76	79	17	8	12
Limited English Proficient Students	21	216	9571	95	95	96	545	496	502	5	12	10	19	31	29	76	56	60	NA	0	1
Migrant Students	--	NC	654	--	NC	97	--	NC	534	--	NC	7	--	NC	16	--	NC	74	--	NC	3
Economically Disadvantaged	NC	12	37534	NC	92	98	NC	554	547	NC	NA	4	NC	17	15	NC	83	76	NC	NA	5
Non-Economically Disadvantaged	59	766	42466	98	98	100	561	540	578	3	6	2	8	18	7	73	70	75	15	7	16

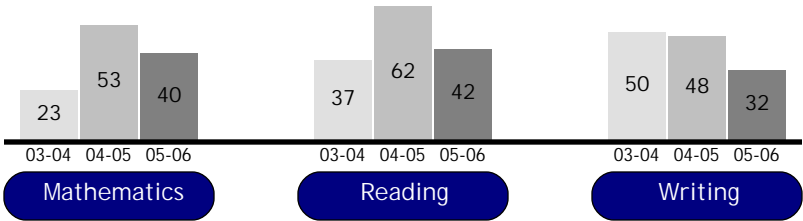
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.



ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.



## Achievement Test Results

## Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	98	51	NA	58	100	36	36	47	99	28	34	46
	Language	100	54	41	50	100	38	39	47	99	30	43	48
	Mathematics	100	58	57	64	100	35	39	50	99	30	44	52
3	Reading	99	43	NA	55	97	35	32	44	98	21	28	46
	Language	100	47	56	61	97	35	35	44	98	27	34	46
	Mathematics	99	43	51	61	97	37	39	51	98	30	37	52
4	Reading	91	29	NA	56	100	42	37	48	98	44	34	52
	Language	93	38	43	52	100	37	38	49	98	46	37	52
	Mathematics	93	38	44	61	100	38	38	53	98	41	39	58
5	Reading	99	39	NA	55	100	42	39	50	97	39	39	56
	Language	100	35	40	49	100	38	39	50	97	34	39	54
	Mathematics	99	34	48	63	100	36	35	49	97	28	34	52
6	Reading	100	45	NA	56	97	46	42	51	100	52	43	56
	Language	100	38	38	48	97	38	38	47	100	46	39	50
	Mathematics	100	61	55	66	97	35	40	52	100	56	43	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council	
Council Composition	Council Duties
1 School Administrator(s)	Ü School Improvement Planning
1 Non-certified Employee(s)	Ü Community Involvement
2 Teacher(s)	Ü School Safety Issues
2 Parent(s)	Ü Extracurricular Activities
1 Community Member(s)	Ü Parent/Educator Relations
0 Student(s)	Ü Student Achievement

Staffing Information for School Year 2005-06			
Position	Number	Position	Number
Administrator	1.00	Teacher	31.00
Other Professional Staff	3.20	Teacher Aide	3.00

Years of Teaching Experience for School Year 2005-06				
Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	0	0	0
4 to 6 years	2	0	0	0
7 to 9 years	2	0	0	0
10 or more years	16	9	0	0

Highly Qualified (NCLB) School Year 2004-05	
Core academic classes taught by Highly Qualified (NCLB) teachers.	80
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site	
Special Facilities	
Ü Technology Lab	Ü Multipurpose Building & Playgrounds
Ü Media Studio and Library	Ü Family/ Community Center
Extracurricular Activities	
Ü PEER Club Extended Day Program	Ü Afterschool Fine Arts Program
Ü Junior Optimist Club	Ü ELL Tutoring Program
Ü Peer Mediation	Ü Project Lead Tutoring & Saturday School
Ü Student Council	Ü Homework Link
Social Services	
Ü Free Before/ Afterschool Child Care	Ü Outreach Counseling Services
Ü Free Breakfast & Lunch Program	Ü Uniform Assistance
Ü Parent and Community Program	Ü Big Brothers/Big Sisters
Ü Onsite Counseling Services	Ü Clothing/Food Banks

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Students made significant gains in all academic areas for 5th grade on the AIMS.
  
- ü Students made significant gains in math and writing for 3rd grade on the AIMS.
  
- ü Students in the Project Lead extended day programs achieved average gains of 2.5 grade levels on the standardized assessment for the program.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	94	95	94	95
Promotion Rate <sup>5</sup>	81	89	88	73
Graduation Rate <sup>6</sup>	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

## School Safety

## School-level Efforts to Ensure a Safe and Healthy Learning Environment

School emphasis is on providing a safe, clean, and caring environment. A crisis/safety plan is in place, and includes prevention and intervention strategies for student and staff in and out of school. The school has implemented anti-bullying, anti-tobacco, ant-substance abuse, character, sex education, and peer mediation programs.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

1

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

## Contacts

	Name	Phone Number
School Site Council	Alberto Castruita	(602) 257-6020
Transportation Policy	Mike Fisher	(602) 257-3794
Community Resources	Anna Salagado	(602) 257-3880
School Nutrition Programs	Michelle Burkhart	(602) 257-3741
Parent Organization	Anna Salgado	(602) 257-3880
Student Health/Nurse	Herlinda Diaz	(602) 257-3882

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

## ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

### DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 16 Pages X .0243 Per page X 599 Copies = \$233.00

\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.